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ABSTRACT

Teacher education is quickly evolving, reflecting the dynamic complexity and heterogeneity of U.S. society. Collaboration of state licensing agencies and university/college and school personnel is essential in pursuing creative options to meet student needs. This collaboration requires a careful examination of the roles played by each of the three groups in teacher preparation at the preservice and inservice levels. This paper, in which six presenters share perspectives from the district, higher education, and state levels, describes the development of some nontraditional models and collaborative efforts in Minnesota based on Minnesota's "Vision Document" (1986) and discusses some of the preliminary lessons learned from the process. Induction models outlined by the "Vision Document" are initiatives of the Board of Teaching that led to the development of new rules for redesigning teacher education. As in other professions, teachers must acquire knowledge, skills, and dispositions and be prepared to apply them. Standards and rules for the teaching profession must reflect both teacher preparation and teaching practice. The St. Paul Saturn program, working in collaboration with the University of St. Thomas, received a grant from the State of Minnesota and continuing support from the school district and will continue to work with students in an innovative fashion. Findings from ongoing evaluations demonstrate a continued need for assistance to mentors and mentees. (Author/IAH)

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IMPLEMENTING THE VISION: THE SHARED EXPERIENCE IN MINNESOTA

A CRITIQUE SESSION PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

February 27-March 2, 1991
Atlanta, GA

b y

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THE NEW AGE IN TEACHER EDUCATION: Minnesota's Vision for Teacher Education

ABSTRACT

Teacher education is quickly evolving, reflecting the dynamic complexity and heterogeneity or our society. Collaboration of state licensing agencies and university/college and school personnel is essential to pursue creative options to meet student needs. This collaboration requires a careful examination of the roles each of the three groups plays in teacher preparation at the pre-service and in-service levels. This paper describes the development of some non-traditional models and collaborative efforts in Minnesota based on Minnesota's Vision Document, and discusses some of the preliminary lessons learned from the process.

Induction models outlined by the Vision Document are initiatives of the Board of Teaching that led to the development of new rules to redesign teacher education. As in other professions, teachers must acquire the knowledge, skills, and dispositions and be prepared to apply these. Standards/rules for the teaching profession must reflect to both teacher preparation and teaching practice. The St. Paul Saturn program, working in collaboration with the University of St. Thomas received a grant from the State of Minnesota and continuing support from the school district and will continue to work with students in an innovative fashion. Findings from ongoing evaluations demonstrate a continued need for assistance to mentors and mentees.

The presenters will share perspectives from the district, higher education, and the state level relating to the preparation, induction, and in-servicing of teachers involved in various models based on Minnesota's Vision for Teacher Education.

University of St. Thomas Response

1984

Advisory Committee Examines Options

1985-87

Redesign Task Force Meets

1986-88

T.E.A.C. Examines Documents & Programs & Discusses New Design

1987-89

Design of new Program takes Shape

1989-90

Implement New Program for Graduate Secondary & Graduate Elementary Teacher Education & Design new Undergraduate Elementary Teacher Ed Program

1990-91

Evaluate programs and implement New Program for Undergraduate Elementary Teacher Education

1991-

Implement Alternative Licensure with local schools

Introduction

Rapid changes are taking place in teacher education, reflecting the increasing complexity and heterogeneity of our society (Minnesota Educational Effectiveness Program, 1983). Teacher preparation is being recognized as 'too critical a function' for any one part of the system to handle alone. While full-time day teacher training programs continue to be the norm, a variety of formats are being explored across the country (Lindquist, et al, 1990). These non-traditional programs are attempting to address crucial educational issues including access to credentials for all persons and minimizing time constraints which have caused problems for both K-12 and college faculties.

The University of St. Thomas has a long history of successful programs on-campus for pre-service and both on- and off-campus for in-service educators. The Graduate School of Education, Professional Psychology, and Social Work of the University of St. Thomas has successfully offered programs in places as far away as Long Beach and Ventura, CA, Memphis, TN, Duluth, MN, Fairfax, VA, as well as locally. It has met surprises, excitement, and sometimes tears, but always experienced a sense of expansion and growth from the process of helping educational professionals grow, as a part of its vision, in the environment "where they were planted". We have also been successful in implementing non-traditional programs for pre-service teacher licensure.

The purpose of this paper is to explain how we have created new methods of educating persons with the assistance of collaborative efforts with local school districts, and taken successful on-campus degree and certificate programs and brought them to where the students are, and why we have done so. We will explain the purposes of Minnesota's Vision, look at how this process was developed, and describe the on-going consequences - both success and new questions - that this model of professional education has raised for us in Minnesota and at the University of St. Thomas.

In Minnesota, alternatives to traditional programs which are encouraged by the State's licensing agency, are creating new and exciting possibilities for shared responsibility for teacher education and are encouraging the development of stronger partnerships among the stakeholders.

Minnesota's needs have been different from other states regarding alternatives to traditional licensure programs because Minnesota has experienced teacher shortages only in the area of the number of minority teachers. Minnesota currently has 433 public school districts and approximately 55,000 practicing teachers. There is not a teacher shortage. District personnel officers report 100-150 applicants for every job posted.

The Knowledge Base for Teacher Education

Teacher education has for too long been a normative enterprise and needs to become more a state of the art (Houston, 1990). Teaching does have a distinct knowledge base that is articulated in knowledge or understandings, skills, and dispositions or judgments (Minnesota Vision Document, 1986). This knowledge base has been generated in research and includes studies of teaching, group process, learning styles, change, and related areas (Reynolds, 1989).

Knowledge should be related to practical knowledge consisting of curricular studies and pedagogical processes directed at student learning. This is an ongoing process and is drawn from many disciplines, including liberal arts (Minnesota Vision Document, (1986). Knowledge areas include but are not limited to: knowledge about people, knowledge about cultures, knowledge about epistemology, knowledge about a specific discipline, knowledge about human growth and development, knowledge about communication and language, knowledge about scientific inquiry, and knowledge of literature on effective learning and teaching.

According to the Vision Document, teacher education programs should include the following bodies of knowledge:

Knowledge about people,
Knowledge about cultures,
Knowledge about epistemology,
Knowledge about a specific discipline,
Knowledge about human growth and development.
Knowledge about communication and language,
Knowledge of scientific inquiry, and
Knowledge of literature on effective learning and teaching.

Skills involve the ability to apply knowledge to assist people to learn (Minnesota Vision Document, 1986). Teachers make multiple decisions continuously that guide effective formal learning. Teachers must develop skills and create environments that provoke students to ask questions. Other skill areas include but are not limited to: intellectual skills, planning skills, instructional skills, evaluation skills, social behavior management skills, and role modelling.

According to the Vision Document, teacher education programs should assure that teachers possess and can demonstrate the following learned and teaching skills:

Intellectual skills,
Assessment skills,
Planning skills,
Instructional skills,
Evaluation skills,
Social behavior management skills, and
Role modeling skills.

Dispositions are often regarded as particular actions with specified categories or circumstances. Effective teachers are disposed to act in certain ways. Teachers need to engage in dispositions in the following areas: dispositions toward self, dispositions toward the learner, dispositions toward teaching, and dispositions toward the profession.

According to the Vision Document, teacher education programs should foster the following dispositions:

Dispositions toward self,
Dispositions toward the learner,
Dispositions toward teaching, and
Dispositions toward the profession.

In order for these areas to be successfully integrated, collaboration must occur. Collaboration among state licensing agencies, college/university faculty, and school personnel is essential to aggressively pursue creative options to meet student and societal needs. This collaboration requires a careful examination of the roles all three groups play in the pre-service and in-service needs of teachers (Warring, et al, 1990)

State Department of Education/Board of Teaching

Minnesota is fortunate to have a body to oversee all teacher programs in the state. The Board of Teaching (BOT) in Minnesota is a Governor-appointed board, which consists of: classroom teachers, higher education representatives, school board members, school administrators, and members of the public.

In addition to overseeing initial and continuing licensure procedures, the BOT is charged with providing leadership in teacher education. It has served as the funding agency for numerous teacher education initiatives, including grants to fund pilot projects.

Under these rules, institutions of higher education have also been encouraged to be bold in trying new options for teacher preparation. Experimental programs, under BOT guidelines can be justified if the program: 1. can serve as a replicable model, 2. can demonstrate its grounding in current research, 3. has an ongoing research and development component, 4. is significantly different from the IHE's existing program, 5. provides opportunities for students who have regular and systematic field experience, 6. provides opportunities for students enrolled in the program to to learn and apply current research, 7. is cooperatively designed, implemented, and evaluated with teaching practitioners, 8. provides opportunities for staff development and supports the change process, and 9. ensures that students enrolled complete the academic knowledge component in the field for which they are preparing.

In 1987 the Minnesota State Legislature authorized (charged) the BOT to design and implement an assessment system which requires candidates for initial licensure and the first continuing licensure to demonstrate the abilities necessary to perform selected, representative teaching tasks at appropriate levels. Approaching the task the BOT awarded two grants to support planning, piloting, and evaluation of alternative models. In addition, the State Department of Education awarded eleven additional grants for piloting induction programs. Each pilot program was required to form collaborative relationships between the public school(s) and institutions of higher education in the actual development and implementation. In 1990 the BOT allocated monies for collaborative efforts in alternative licensure. Two grants were recently awarded and the University of St. Thomas was awarded one in collaboration with the school districts of Minneapolis and St. Paul.

With encouragement and cooperation from the BOT and local school districts such as St. Paul, and Bloomington, the University of St. Thomas (UST) has been unusually successful in offering both pre-service and in-service licensure programs through a variety of non-traditional delivery systems. UST offers both elementary and secondary licensure for undergraduate and graduate students. The graduate programs are offered in the evening and weekend formats, making licensure more accessible for working adults. UST also offers on-site graduate course work for licensed teachers culminating in a Master of Arts Degree in Curriculum and Instruction. All of these will be further explained in this paper as they relate to Minnesota's Vision Document.

THE NEW AGE IN TEACHER EDUCATION:
Minnesota's Vision for Teacher Education*

Minnesota Board of Teaching

INTRODUCTION

Throughout the history of public education in America, state leaders and officials have confronted/taken on the challenge to provide quality public education. A major component in creating quality education programs is the assurance of a highly qualified professional teaching force (cadre). Nationally, teacher education in the 1990s must respond to preparing teachers who have the skills, knowledge, and dispositions reflective of the dynamic complexity and heterogeneity of our society. The Minnesota Board of Teaching is providing the leadership in teacher education to meet this challenge through the implementation of new standards that provide the framework for the teacher education to prepare candidates to be effective teachers for children.

Current national and state reports regarding teacher preparation all suggest that a variety of models for the preparation of teachers be explored. Teacher preparation in Minnesota has experienced alterations, reshaping, and redesign. It has been the collaboration of the leaders, participants, and clients of the education community who have aggressively pursued creative options for teacher education in Minnesota. The Board of Teaching and the education community have put forth considerable and deliberate efforts to ensure quality in teacher preparation through providing stakeholds with flexibility in design, implementation, and evaluation for a variety of teacher education programs. The Minnesota Board of Teaching takes very seriously its responsibilities for providing leadership in teacher education and has sought and secured legislative appropriations to fund numerous teacher education initiatives. The Board believes in, and operates from the premise that a carefully constructed, research based conceptualization of quality teaching can help educators redesign various programs and see the effect of each approach. Board grants have funded the planning, designing and implementation of teacher centers throughout the state, awards to colleges and public schools to pilot induction programs for beginning teachers, grants to institutions to design exemplary/alternative programs

to their already established approved teacher education programs and develop additional and/or new partnerships with school districts, research efforts to design a new teacher licensure system, and others.

BACKGROUND

Quality education for Minnesota children has long been of major importance in Minnesota. The Minnesota story is best told as a developing saga of Minnesota's vision for teacher education. The theme in the saga calls for the establishing of standards for teacher education that requires the implementation of a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective, and to implement new systems of teacher education program evaluation to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes.

Minnesota, unlike most other states, controls the standards for teacher education and provides leadership to teacher education and teacher licensure through an independent autonomus *Board of Teaching*. The Board of Teaching has the authority to promulgate licensure rules, as granted to all other professional examining and licensing boards in Minnesota.

The 11 member Board, appointed by the governor, consists of six classroom teachers, one higher education faculty member, one school administrator, and three members of the public --two of whom must have spent some time on a local school board. Since its inception, the membership of the Board of Teaching has reflected a decision to provide teachers increased responsibility for the control of their profession. Uniquely, with greater responsibility of the profession influenced by teachers, the Minnesota Board of Teaching has maintained a strong network/affiliation with the practicing profession and the 26 colleges/universities operating teacher education programs.

> *The Mission of the Board of Teaching is to provide leadership for teacher education improvement issues and to assure that the state has well qualified, professional educators who are able to provide the highest quality of education to a diverse, multicultural population, and who are able to anticipate and promote educational improvement.*

The Minnesota Board of Teaching oversees the teaching profession by:

- Establishing standards for teacher preparation institutions

- Developing and creating criteria for the licensure of public school teachers in 26 teacher preparation institutions
- Maintaining and overseeing 587 continuing education/relicensure committees in Minnesota school districts
- Enforcing the Code of Ethics covering standards of professional teaching practices.

In contrast to an almost adversarial relationship which can sometimes exist between stakeholders (teachers and teacher educators), the Board of Teaching has established an increasingly effective collaborative style positively received in the state. A number of factors have contributed to an atmosphere of trust among stakeholders of teacher education. A major step in focusing efforts of the profession on redesigning teacher education appears to have been the collective agreement on the "vision" for teacher education, remembering that an inclusive process was as important as the anticipated and desired product.

The Board of Teaching takes this responsibility seriously and does not propose standards in an arbitrary or capricious manner. Since the granting of licenses permits licensed personnel to practice statewide, licenses must be based on standards adopted by the state and applied statewide. Teacher education programs must reflect the state standards. Only then do candidates for licensure have assurance that the requirements are those that have been publicly determined to be both needed and reasonable. Through the rulemaking process, the collective wisdom of teacher educators, classroom teachers, and the lay public is involved in developing public policy for teacher education.

IMPETUS AND PURPOSE FOR RE-DIRECTION

The Minnesota saga finds its impetus in a long, but recent lineage of initiatives focused on providing quality teacher education as an assurance for quality public education. Descriptions of these initiatives are reported in several state documents starting with 1) the 1984 state report entitled State Policies on Teacher Education: Analysis and Alternatives, 2) developed and extended in the 1985 report Minnesota's Vision for Teacher Education: Strong Standards, New Partnerships, and 3) operationalized in the 1990, Rules Governing Teacher Education Curriculum (8700.2810), and Teacher Education Program Evaluation (8700.7710). Minnesota

teachers and teacher educators have accepted and endorsed an understanding of the forces of the redesigning of teacher education in Minnesota as evident in their support of the recommendations of the three formentioned initiatives.

The adoption of rules for redesigning teacher education, parallels the Board of Teaching activity with the RAND Corporation to design a professional licensing system which further evaluates the teaching skills of beginning teachers in Minnesota. The RAND study, Licensing Teachers: Design for a Teaching Profession, called for the reconceptualizing of teacher preparation and inclusion of an internship year. At the conclusion of the internship year, before qualifying for a continuing license the initially licensed teacher must pass a state examination of teaching. As indicated in the 1985 RAND study:

> *The standards guiding teacher education programs which were developed by the 1985 Task Force on Teacher Education for Minnesota's Future, provide the same indicators for standards that a licensing system might seek to assess and suggests how training opportunities could be structured.*

It is the development of the internship and the examination of teaching that Minnesota continues to proceed in establishing a professional assessment system for licensing teachers. Thus, Minnesota's vision for teacher education is approached as ongoing. Although standards and criteria for redesigning teacher education are in operation, the commitment and support for a professional licensure system for teachers permeates state initiatives to provide quality teacher education.

Redesigning Teacher Education - Minnesota's Vision for Teacher Education

Legislative action in Minnesota to improve teacher education was guided by reports and recommendations from state agencies, educational organizations, task forces, and business and community groups prior to and during the 1987 legislative session. In 1985-86, the Board of Teaching and the Higher Education Coordinating Board convened a task force representing major stakeholders including teacher, teacher education faculty, teacher education students, school boards, school administrators, business, and state agencies to develop the knowledge, skills, and dispositions to be learned by persons seeking to become licensed teachers and to develop outcome measures of teacher education program effectiveness. The task force

proposed, *"teachers should be thinking, creative persons who use a set of principles and strategies derived from an informed personal philosophy of education and the multiple demands of learning contexts."*

The task force was charged to:

- Identify major trends in Minnesota's economic, social, and political environments that will affect expectations for learning in elementary and secondary schools.
- Identify changes in staffing patterns, school organization and instructional methods that will affect the delivery of instruction and the skill expectations of teachers in Minnesota schools.
- Examine the research on effective teaching to identify the knowledge and skills that distinguish excellence in teaching.
- Recommend the generic knowledge, skills, and dispositions that should be learned by students seeking to become licensed teachers in Minnesota.
- Recommend outcome measures of program effectiveness that should be used by the Board of Teaching to approve institutions seeking to prepare licensed teachers in Minnesota.

The task force prepared and submitted to the two boards a report entitled, Minnesota's Vision for Teacher Education: Stronger Standards, New Partnerships. The task force designed program outcomes for beginning teachers and outcome measures for evaluating programs to assure that graduates are effective teachers. Of key importance were recommended policy encouraging the following needs in teacher education programs in Minnesota:

An explicit and expanded concept of teaching
Research findings incorporated into teacher education
Integrated and coherent teacher education programs
Improved and expanded field-based experiences and a formal induction period
Formal partnerships that involve schools in the preparation of teachers

Minnesota's Vision Into Rule and Standards

The 1990 rules provide the framework for the redesign of teacher preparation and program evaluation and establish standards requiring the implementation and evaluation of a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective. The 1990 rule, *Teacher Education Curriculum, Part 8700.2810,* provides a framework for the development of more integrated and coherent programs. The rule requires Minnesota institutions preparing teachers to focus on outcomes which must be acquired and demonstrated by all beginning teachers in order to be recommended for initial licensure to teach

in a variety of learning environments in Minnesota. A program delivery system is stated which assures experiential activities in clinical and field settings throughout the preparation program. The program outcomes and processes provide the basis for a common professional education component for all teacher licensure programs, regardless of subject specialty or teaching level.

The 1990 Teacher Education Curriculum Rule requires that:

1. Teacher education programs are designed to prepare teachers who demonstrate knowledge of effective teaching behaviors that enhance student learning.
2. **Need for Explicit Concept of Teaching**
   Teacher education programs must articulate a concept of effective teaching to include the role of teaching, the personal nature of teaching, what teachers know about themselves, their learners, and the world about them. Furthermore, that the dispositions, skills, and knowledge identified as essential for teachers be derived from an explicit conception of effective teachers and the role of teaching. The concept should reflect an understanding of learning which incorporates instructional skills, recognition of the concepts of human development, and social interaction.
3. **Need to Incorporate Research Findings**
   Teacher educators must incorporate research findings on effective learning and teaching into teacher education curricula. Major research programs have contributed to the general knowledge of learning and teaching over the past 25 years, including the American Association of Colleges for Teacher Education release of Knowledge Base for the Beginning Teacher, and more recently the Association of Teacher Educators' released Handbook of Research on Teacher Education.
4. **Need for Improved and Expanded Field-Based Experiences and Formal Induction Period**
   Teacher education programs must include regular and systematic experiential activities that relate to the acquisition of dispositions, skills, and knowledge. Research findings indicate that regardless of the results of field experience, the cooperating teacher has the most impact on the attitudes and behaviors of student teachers (Zeicher, 1981). Field experiences for teacher education students and beginning teachers must be designed to foster reflective criticism within students toward the nature of instruction, curriculum, and the purposes of education. Because this critical aspect of teacher preparation involves schools as well as teacher education institutions, there must be attention to restructuring and redesigning the collaborative relationships (Howey, Matthes, and Zimpher, 1985).
   Current national and state reports regarding teacher preparation all suggest that a variety of models for the preparation of teachers be explored. The Board of Teaching does not believe that the state mandated structure for teacher education will limit the possibility of variations. But rather, that it is reasonable to encourage a variety of curricula and structures that provide flexibility and diversity of models for the delivery of effective teacher education based on these common outcomes and processes.

Prior to adoption of the rules for the redesign of teacher education, but with a knowledge of the proposed rule contents, a number of different models were under development by approved teacher preparation institutions in Minnesota. Some examples included reflective models of teaching; themes of social advocacy, life span development and experiential learning; and the differentiated roles of teachers. These models are resulting in a variety of curricula and structures for teacher education among approved teacher preparation institutions which demonstrate that a state-mandated curriculum will not result from the adoption of the rules.

Flexibility with accountability is also evident in the provision of time for institutions to demonstrate progress toward compliance with the 1990 rules. The Board of Teaching is providing a phase-in period where during the course of the established 5-year review cycle each institution must document the progress toward compliance.

The program outcomes recommended in the work of the 1985 task force, and eventually incorporated into rules for teacher education programs were based on the extensive review of the most recent knowledge of effective learning and teaching. The desired attributes for beginning teachers were categorized under three broad areas: dispositions, skills, and knowledge.

The Minnesota Board of Teaching acknowledges that there are many ways to achieve the preferred outcomes, through extended programs, through alternative programs, through newly forged partnerships of various kinds, through new applications of research findings, and through greater emphasis on deriving generalizations from practical experiences. In the 1990 study of alternative teacher education programs in Minnesota (M.S. 125.211) Howey and Zimpher concluded/commented: *There are numerous ways in which programs of teacher preparation or program components can be systematically varied and studied.*

The Board of Teaching has supported the design, implementation, and evaluation of a variety of models for teacher preparation. The support for carefully planned variations that can be studied for factors that direct the development and implementation of more integrated and coherent teacher education programs will continue under the 1990 rules for redesigning teacher

education curricula and program evaluation. These "New Rules" for Teacher Education Curriculum and program evaluation provide the standards for institutions preparing teachers and also provide the framework for the continued practice of professionals for standards for good teaching.

As Minnesota proceeds with efforts to implement a new licensing system which includes 1) the completion of a highly structure well defined internship, and 2) an assessment system, the foundation of the existing standards are important for both teacher teacher preparation and teaching practice.

Extracted from Redesigning Teacher Education: The Minnesota Story
Quality Through Flexibility and Accountability: A Conference Re-Examining Teacher Education, Sponsored by the Secretary of Education and the Office of Educational Research and Improvement United States Department of Education, December 4-5, 1990.

St. Paul Saturn School of Tomorrow

In a speech delivered to St. Paul Public School employees, Albert Shanker, President, American Federation of Teachers, challenged educators to restructure and deliver educational services in a different way; much the same as General Motors was doing with its new Saturn automobile plant. One St. Paul District administrator took Mr. Shanker at his word. With support from the Superintendent and the Board, Dr. D. Thomas King formed a working group and developed a proposal that formed the Saturn School of Tomorrow, one of St. Paul School District's elementary magnet schools.

The Saturn School of Tomorrow (SST) was designed to be a three-year pilot project charged with restructuring. With support from partners such at the St. Paul Federation of Teachers, the University of St. Thomas, and Minnesota Educational Computing Corporation, the SST opened at the beginning of the 1989-90 school year. A major part of Saturn's mission of being an experimental site is to look at new teacher roles and new ways to train current and future educators.

The SST opened with 160 students and nine instructional staff members. Those nine included a lead teacher, three associate teachers (in the areas of Communication, Humanities, and Science/Mathematics/Technology), and four graduate level teacher interns from the University of St. Thomas. The role of the intern was new to the St. Paul School District and the Saturn School was creating and defining the position daily.

These four interns were contracted to work at Saturn School for the entire 1989-90 school year, which extended until the end of June. The interns had full responsibility for the management of students, creation of curricula, governance of the school, communication with parents, academic responsibilities to the University, and everything else associated with being involved in an experimental, non-traditional teaching environment. Interns were paired with the lead and associate teachers who served as mentors for the entire year. Mentors provided a variety of roles and were not limited to working only with their assigned intern but had opportunities to team-teach and share ideas with all. On the University end, the interns at the SST were earning graduate level credit for their work at Saturn. They are enrolled in the Post Baccalaureate Internship program seeking initial licensure, which requires them to take courses of their

own in the evenings or weekend along with fulfilling their responsibilities during the school day.

The SST is different from any other school. It was designed to place the best of what is known about education on one site and to involve the staff, parents, and community in the development and decision making process of the school. The SST is truly student-centered. All students have a personal growth plan that is developed with the student, parent and advisor which identifies areas of progress, growth, strength, need, interest, and establishes goals and objectives. The school is technology rich and uses technology as a tool to assist students and staff. The SST has established partnerships with the community where students work with mentors and provide community service. Courses are held at sites in the community, such as the Science Museum of Minnesota, the Minnesota Museum of Art, the St. Paul YMCA, and St. Paul's Central Library. The SST uses no adopted textbooks and staff involve students to develop curricula and activities to meet individual student needs. These program components, and many more, add to an experience that is unlike any other and one that prepares interns to be future educators.

The internship program works at the SST because of the involvement and support from the State of Minnesota, the University of St. Thomas, and the St. Paul School District. In speeches by the former and current State Commissioners of Education, Minnesota encourages districts to explore alternative programs to educate students and to train teachers. The SST has received support from the State through variences in licensure, clock hours, and learner outcomes. The SST has been supported by State grants using the school site to explore and evaluate different teaching roles, involvement of the parents and community, the development of personal growth plans, organizational structures and processes, and teacher education. The SST has also been charged with disseminating information at district, state, and national levels.

The University of St. Thomas has supported the internship program at the SST through recruitment and training of interns, staff development opportunities for mentor teachers, on-going program evaluation, and providing University staff to form a link between the school and the University. The St. Paul School District continues to support the SST. The District purchased and renovated an eight story building in downtown St. Paul for the program and allows the school to make program, budget and personnel decisions at the building

level. The St. Paul Federation of Teachers created the new teacher roles, including intern teachers, that are being developed at the SST. District monies are being used to compensate the teacher interns.

In conclusion, the interns at the SST have a level of responsibility that is comparable to that of the District teaching staff. Interns are responsible for developing courses and curricula and may do this alone or explore the opportunity to team-teach with other instructional staff. Interns work at all levels of student contact. They share an advisory group with a mentor teacher and work to develop relationships with the advisees and their families. Interns are responsible for course evaluation and student progress. The interns are learning to use the many technologies at the SST as tools to motivate students and integrate into their courses. They are forming relationships and partnerships with staff at community sites as they work with the Saturn staff in off-site courses.

School districts and education seem to be headed in new and exciting directions and with support from State institutions, higher education, and local school districts, implementing the vision of teacher education can become a reality.

The University of St. Thomas' Response: Program Implementation

With encouragement and cooperation from the BOT and local school districts such as St. Paul, and Bloomington, the University of St. Thomas (UST) has been unusually successful in offering both pre-service and in-service licensure programs through a variety of delivery systems. UST offers both elementary and secondary licensure for undergraduate and graduate students. The graduate programs are offered in the evening and weekend formats, making licensure more accessible for working adults. UST also offers on-site graduate course work for licensed teachers culminating in a Master of Arts Degree in Curriculum and Instruction.

While there are a variety of delivery models for teacher preparation programs at St. Thomas, all of the models and programs share a common STATEMENT OF INTENTION. This statement is the solidifying factor in St. Thomas' teacher preparation and strongly draws on the Minnesota Vision Document for its content:

1/91

Statement of Intention

The Teacher Preparation programs at the University of St. Thomas intend to prepare teachers who are comfortable with themselves as:

1. reflective, scholarly practitioners, able to analyze, plan, and communicate effectively.

2. facilitators of learning, team-players, and decision makers dedicated to promoting each learner's success..

3. models of concerned, action-oriented global leadership - agents for positive change in a complex, multicultural society.

4. collaborators in the educational endeavor who can maximize partnerships among students, parents, professional educators, business and community resources.

5. enthusiastic, life-long learners.

Each student's progress through the preparation program is assessed through his/her Personal and Professional Development Plan. Program requirements include both coursework and outside activities, such as a mandated Multiculture Experience.

The Statement of Intention becomes reality in courses with rather unusual names:

ED 250 Education's Place in Society (Clinical)

Critical analysis of the place of education in society. Focus on understandings of education from historic, philosophic, and social perspectives. Includes guided, reflective in-school experience.

ED 251 The Teacher as Global Citizen (Multicultural Experience)

Designed to 1. develop persons able to model appropriate multicultural, gender-fair values and actions, 2. provide sources of information to help prospective teachers become and remain well-informed global citizens, and 3. heighten awareness of the crucial role teachers play in influencing positive, systemic change on critical social issues of environment, war, discrimination, etc. Includes a mandatory first-hand, reflective experience in a setting where the prospective teacher is in the position of being a member of a minority culture. Fulfills Minnesota Human Relations requirement.

ED 350 The Teacher as Scholar and Communicator

Emphasis on accessing resources (persons, materials, places), problem solving, critical/reflective thinking, evaluation, and research skills applicable to classroom settings. Introduction to educational data bases and sources of information available to teachers. Personal use of computer and other learning tools stressed. Skills for written and oral presentation of ideas in a variety of formats for a variety of audiences, including students, other educators, parents, community, etc. Appropriate use of media, individualized and cooperative instruction, and self-monitoring through use of video-feedback emphasized.

ED 351 The Teacher as Instructor

Designed to help the prospective teacher become effective as a child growth and development specialist, diagnostician of learning preferences and academic progress, planner, evaluator, and classroom manager. Includes direct instruction and application for a continuum of learners.

ED 352 The Teacher as Curriculum Specialist (Field Experience)

Professional Semester. Examination and experimentation with methods and materials - both print and non-print - for each of the curricular areas typically taught in elementary schools. Emphasis on development-appropriate scope and sequence from readiness to higher level skills, integration of subject matter, knowledge of learned societies, and infusion of children's literature into topics. Covers reading/communication skills, mathematics, science, social studies, music, art, physical education and health. Includes guided two-week, full day field experience designed to observe curriculum and curriculum decisions in kindergarten and 1-6 classroom settings. 4 courses.

ED 323 Personal and Community Health, Alcohol and Drugs

Includes an investigation of drug and alcohol use in historic and contemporary perspective; patterns of chemical dependency; effects of chemical dependency on the individual and on society; review of current federal and state regulations; directed field experience and an introduction to scientific and socio-cultural aspects of communicable health hazards, with special emphasis on role of classroom education in health conservation in disease control.

ED 449 The Teacher as Change Agent

Direct instruction and practice in effective methods to help bring about visionary change in education. Includes analysis of educational organizations and institutions; national, state, local and school power structures; site-based management; and techniques for development of decision-making and leadership skills. Concurrent registration with ED450.

ED 450 Student Teaching and Senior Seminar

Culminating experience with students spending full days in a carefully selected, closely supervised school setting under the guidance of a mentor teacher. (Some internship options may be available.) Seminar sessions will deal with 1. outcome assessment for each student, 2. the development of a reflective plan for continuing professional growth.and 3. current issues. To qualify for Kindergarten licensure, additional guided experiences and student teaching at the kindergarten level are required. 2 courses. Concurrent registration with ED449.

Recommendations

1. The most important first step is to define the vision for teacher education remembering that the process is as important as the product. Effective non-traditional options based on collaborative effort require unusual cooperation and trust among school, college, and state licensing personnel. Cooperation and trust take time to build and are based on personal relationships. We must restructure to provide more time for joint efforts.

2. Patience is a necessary virtue. All groups involve persons who are extremely busy. Substantive changes take place over years, not months. Planning must be long-range and continuous.

3. To work together, each group must give up some control. Again, trust built over time is our best asset. We must continue to train ourselves in team building skills, including conflict resolution, and effective decision making.

4. Because state agencies have the power to control the ultimate licensing process and thus teacher education programs, impetus for change may need to be initiated from the state level. "Permission" must be granted to explore options. Some of those options are in the form of alternative licensure or state approved variances.

5. We must rethink the traditional time and location frames for schooling. College and university Departments of Education and K-12 schools must collaboratively educate those in charge to the demands required by meeting non-traditional time and location needs and to genuinely. Collaboration is essential because it often takes more people to deliver effective programs in off-site locations and in non-traditional time-frames. Schools and institutions of higher education must become more politically astute and more politically active. This may be a particularly new role for some private colleges and universities. What must not be compromised are the standards (Association of Teacher Educators, 1989).

6. Technology can help us communicate among groups. Even a trip between places in the same community may take an hour or two of time needed elsewhere, when a "FAXed" message or an interactive transmission might meet a portion of the need.

7. We must actively work to break our own stereotypes in order to allow all stakeholders involved in teacher education to be equal partners in the challenge. Persons with advanced degrees, for example, should not be seen as having all the answers. IHE's should work to break the "Ivory Tower" image.

8. We must not be paralyzed knowing we do not have all the answers neatly in place. We must be willing to live with ambiguity and to recognize that there is no external perfect model for teacher preparation that we have yet to discover. We must continue to work toward implementation of our vision from the expanding knowledge base to be sound educational principles, including strong evaluation components.

9. Other areas to be addressed for successful programs include: specifying goals/outcomes, rigor, academic challenge, integrated scope and sequence, adherence to the knowledge base, adequate materials and facilities, and continuous program evaluation.

10. All teacher programs, both pre-service and in-service, should be infused with information on how changes take place and the role of teachers in that process. All educators need to develop their skills in leadership, team process, and empathetic understanding of pressures other groups face (Johnson & Johnson, 1990). When these considerations are employed we will see successful transformation in education.

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